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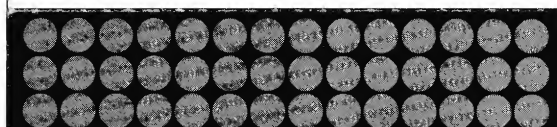
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**THE EDUCATION OF SCIENCE INFORMATION PERSONNEL — 1964**  
**PROCEEDINGS OF AN INVITATIONAL CONFERENCE**  
*Edited by A. J. Goldwyn and A. M. Rees*

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**THE EDUCATION OF  
 SCIENCE INFORMATION PERSONNEL—1964**

proceedings of an invitational conference

edited by  
 A. J. GOLDWYN and A. M. REES

"We recognize today a constructive and difficult responsibility. It is to describe our field in terms that will communicate to potential trainees the challenges and the opportunities that we know exist. It is to devise and to put into effect courses and curricula that will train new personnel for places in the field so described. And it is to set and to maintain standards, both in formal instruction and in the design and conduct of our research, which will give unity and dignity and real meaning to our work."

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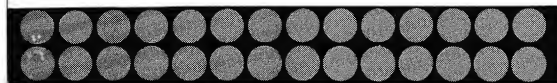
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# THE EDUCATION OF SCIENCE INFORMATION PERSONNEL — 1964

PROCEEDINGS OF AN  
INVITATIONAL CONFERENCE

*Edited by A. J. Goldwyn and A. M. Rees*

Information handling has drawn its professionals from many specialties of science, engineering, and library science. Can this array of skills and techniques be ordered into a new academic discipline? Who should teach it and how should it be taught?

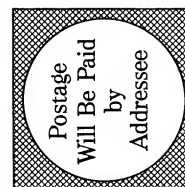
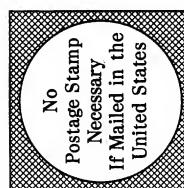
It was to answer questions like these that the Center for Documentation and Communication Research, Western Reserve University, sponsored a conference from which *The Education of Science Information Personnel — 1964* has been drawn. University library schools, federal agencies, industry, and professional societies were represented among the participants.

The addresses and discussions recorded here review the progress in curriculum planning, describing some kinds of solutions to some kinds of problems encountered in the past. The role of inter-disciplinary and inter-departmental co-operation is evaluated, and several inter-university efforts are analyzed. The nature of the information scientist's work, in comparison to traditional librarianship, is defined, and the educational implications of this definition are explored. Manpower requirements for science information activities are discussed, together with the sponsorship of education programs, the philosophy of education per se, and the continuing advance of automation.

The editors agree that the education of science information personnel cannot await the outcome of current investigation into the psychology of the information user, the

role of information in the research process, and other subjects of documentation research. Library schools, engineering schools, inter-disciplinary programs within universities, and institutes of information sciences are each in their own fashion endeavoring to cater to the demand. But it is essential that a synthesis and appraisal of such diverse experience be undertaken, and that is the purpose of the conference and now the book.

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